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ABSTRACT

This study investigated the strengths homeless children exhibit. Homeless children living in shelters and children of the same peer group living in low income housing were interviewed about home activities, interests, abilities, talents, character strengths, autonomous behavior, and interactions with adults. All children were selected from first, second and third grades of an inner city public school. Findings indicated that many of homeless children do exhibit a high degree of independence. The findings also highlighted many of the emotional, psychological, and learning problems that homeless children endure living in shelters. (JPB)

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MEETING THE NEEDS OF HOMELESS CHILDREN WHO LIVE IN TEMPORARY HOUSING

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"When homeless students attend school, it is the responsibility of the school to establish a climate of sharing, caring and learning. A sense of "family" is what these children chiefly need. The school then becomes a schoolhouse in the complete sense of that word: a school for learning and a house for those who do not have one (Gonzalez,1990 p. 787)".

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ABSTRACT

The impact of homelessness affects thousands of families and children who attend public schools. Educators must be aware and nurture these children's strengths and weaknesses. Many of these homeless children do very well in spite of harsh conditions. A structured interview of children who live in temporary housing compared to housed children in the same peer group concluded that the homeless children have or developed more autonomous strenght and independent behavior. The purpose of this study was to identify those in autonomy.

Thirty subjects with a ratio of fifteen girls / fifteen boys were randomly selected from grades first, second and third. They all attended a regular inner city school located in the South Bronx. The subjects were asked to respond to a series of open ended questions.

The results indicated that even though these homeless children are at risk they have developed many protective factors and strengths. They do display more independent behaviors than their housed peer group. It was also concluded that many of these strengths develop because of their homelessness and need to survive. All children must be guided, nurtured and supported by their families, schools and communities. It is strongly recommended that schools develop programs and policies that alleviates stress from this condition. Schools must be able to provide a safe haven, a supportive environment and instill protective factors that supports weaknesses and nurtures strenghts that facilitates resiliency.

Meeting The Needs Of Homeless Children Who Live In Temporary Housing

The problem that I investigated dealt with how educator's addressed the needs of children living in temporary housing. One purpose for engaging in this study rested on my belief that all schools should provide a rich learning environment for all childre. Homelessness affects thousands of families and children every day. As these numbers increase school teachers, administrator's and counselors must provide support services to deal with the unique needs of these families. In fact, teachers often have the most daily contact with these homeless children. They are responsible for creating a safe, predictable atmosphere that doesn't stigamatize homelessness. Specific skills, flexible strategies and a positive attitude should be used when addressing their needs and concerns. Schools should be safe havens. For many homeless children the school is viewed as a protective environment. They must be able to provide good experiences that promotes a healthy development and attitude.

The behavioral characteristics, strengths and coping strategies of homeless children also determine how they function in light of their situation. Not all of them function poorly. There are some children who do exceptionally well in spite of their circumstances. These achievements clearly balances what is largely a negative picture. This paper will identify these strengths for a more well rounded focus on child functioning. In this study the independent variable will compare children living in temporary housing to children living in permanent housing. The dependent variable will focus on their strengths.

Introduction

There has recently been a heightening of awareness and deliberation regarding the homelessness problem in America. Thousands of families and children are afflicted by homelessness or live in temporary shelters. No single indicator of homelessness has been identified, however there are many contributors. One major purpose of this study rested on my personal concept that schools should be a secure, challenging learning environment for all children. Many homeless children experience dysfunctional or unstable family situations that may interfere with their learning. Nevertheless, these children should not be singled out because of their homelessness. Many of the same basic good teaching practices are effective. However, when promoting their educational needs schools must also develop quality social and family services that will provide guidance. Homeless children are very similiar to their peers but they do have special needs. These special needs may be reflected in their lack of sleep, emotional control, hyperactivity, lack of esteem, confidence or poor learning abilities (McCormick and Holden, 1992).

In reaction to their situation many of these homeless children are more likely to have difficulty developing academically than those who aren't homeless. School teachers must have a heightened sense of awareness and sensitivity. They must provide secure predictable environments where homeless children feel as psychologically safe as their peers. In comparison to children living in permanent housing teachers must also employ specific skills, strategies and flexibility when addressing these special needs.

These children also display many different behavioral characteristics, strengths and coping strategies. Not all of them function poorly. Yes, there are many who are unable to function academically and experience poor development. Yet a number of these children function exceptionally well in spite of these severe stresses. Some children appear to develop stable, healthy personalities and display a remarkable degree of resilience. Homeless children are individuals as all children. The more resilient among them have learned to cope with their circumstances. Their strengths can be attributed to several factors. They have nurtured protective factors within themselves, protective factors within the family and outside the family (Pines, 1984). Their successful achievements clearly balances a one sided view.

To develop a more well rounded outlook on homeless children's development this study focused on their strengths. In order to build bridges for homeless educator's must focus on nurturing their strengths as well as weaknesses. As we interact and connect with these children and families we must exclude all educational obstacles and stereotypes. There are many who succeed in spite of their circumstances. To foster resiliency, educators must establish high expectations for these children and give them the support necessary to live up to the expectations. Homeless students are likely to continue to need school services well into the future. By establishing a caring environment that provides safety, security and some measure of stability schools can make a significant positive difference in the lives of homeless children.

Statement of the Problem

In this study the independent variable will compare children living in temporary shelters to children living in permanent housing. The dependent variable will focus on their strengths.

Making Comparisons and Connections

For many homeless families the school system plays a vital role in their lives. It is viewed as a safe haven and as an opportunity for success for many students. Housed poor children face many of the same challenges as homeless children - such as unstable living conditions, unemployment, family and health problems. However, homeless students are particularly at risk in terms of school failure. Homeless families primary concerns deals with obtaining their basic survival needs: food, clothing and shelter. School becomes a secondary concern. Unfortunately, past school enrollment guidelines, lack of sensitivity and services did not provide these families with support (Bowen, 1989). With the growing number of homeless families and children the educational issue has become a national concern. The educational system guidelines have been restructured to respond to the needs of these children. Numerous studies and reports have cited the many obstacles homeless children face in their educational endeavors (Bowen, 1989). They range from enrollment difficulties and transportation to obstacles involving learning and academic success.

At the very least every school and school district should follow the guidelines formed in the McKinney Act that eliminates these educational obstacles. The Stewart B. McKinney Homeless Assistance Act requires states to ensure that every homeless child has access to the same free and appropiate public education provided any other child. This act created a number of programs that give urgent assistance to homeless families. These programs aid in emergency food and shelter, easier school enroollment procedures, health services abuse programs and job training (Interagency Council, 1991). States

that apply for available federal funds must ensure that homeless children receive all services and are not separated from the mainstream school environment. These states must collect information on the number of homeless children and the specific educational needs of these children. They are also required to determine levels of school attendance, develop and implement a state plan to remove barriers.

Research focusing on the general cognitive and socioemotional development of homeless children is not abundant. Nevertheless, the literature reviewed suggests that homeless children exhibit developmental difficulties greater than their peers (Bassuk, 1988). It also examined specific intervention strategies to be used by school officials to support these children and promote academic success. Other research data indicate that although a majority of homeless children were academically troubled, a consistent number of these children did well in school regardless of their family's circumstances(Horowitz, 1991). The number of children who function exceptionally well under these stressful conditions show certain qualities. Protective factors such as school or internal strengths may shield a child from stress. This data led to further investigations on resiliency and the external/internal protective factors that shield homeless children (Pines, 1984).

Bassuk and Rosenberg (1988) compared 49 homeless families to 81 housed families to identify the unique correlates of homelessness. In both groups the mothers were poor, single and had little work experience. The children in these families were also tested and interviewed. There were 86 children in the homeless families and 134 in the housed comparison group. In administering several tests these children revealed some striking differences. Many of the

homeless children had serious developmental and emotional problems. On the Denver Developmental Screening Test 54% of the 48 homeless preschoolers tested revealed one major developmental lag compared to 16% of the 75 housed preschoolers in the areas of language, social skills and motor development (1988). On the Children's Depression Inventory (Bassuk, 1988) the mean total score for the 31 homeless children who completed the test was 10.3 compared to 8.3 for 33 housed children. A cutoff point of 9 indicates the need for psychiatric evaluation. On the Children"s Manifest Anxiety Scale (Bassuk,1988) 31% of the 29 homeless children tested compared to 9% of 34 housed children had a T - score of 60 or higher indicating the need for psychiatric evaluation and refferral. In another study Bassuk, Rubin & Lauriat (1986) interviewed 80 homeless mothers and 151 children living in 14 family shelters to determine if homeless families had specific characteristics. The 151 children tested ranged in age 6 weeks to 18 years. Based on the Denver Developmental Screening Test (1986) 47% of the 81 children had at least one developmental lag and 33% had two or more lags. On the Simmon's Behavior Checklist (1986) 55 children scored higher than the overall mean of 5.6 on the following factors: shyness (9.6), attention span (7.3), dependent behavior (7.4), aggression (7.4), withdrawal (6.1) and demanding behavior (5.7). They scored less than the mean on sleep problems (4.5), coordination (4.1), fear of new things (3.8) and speech difficulties. These data indicate that a majority of the children in these shelters are suffering developmental delays, severe anxiety/depression and learning problems.

A survey compiled by Fox, Barnett, Davies & Bird (1990) reports on 50 parent child pairs from homeless families in New York City. The purpose of this survey was to determine the extent of emotional?behavioral and developmental disturbances in homeless children aged 4 through 10 years. The results of this survey indicated that almost all of the children exhibited some difficulties. Exactly 61% of the children had receptive verbal functioning at or below the first percentile for age based on their performance on the Peabody Picture Vocabulary Test (1990). It showed 29% were functioning at the fifth percentile for age in psychomotor ability according to the Development Test of Visual Motor Integration. It was also indicated that 38% exhibited emotional and behavioral problems on the Achenbach Child Behavior Checklist. Further research clearly indicated that educationally these children are highly at risk. Molnar and Rath's (1990) review summarizes research on the impact of homelessness on children. They also discuss the methodological and policy implications of the effects of homelessness on children. Their educational data indicates the developmental delays in these children. The St. Louis Homeless Children's Project (Whitman, Stretch & Accardo,1987) tested the cognitive and language abilities of 107 children aged 5 months to 17 years. The Slosson Intelligence Test (1987) revealed that 45% scored at or below the slow learner range of abilities at least three times the rate of the general population. It also revealed 89% of these children scored below the 50th percentile on the Peabody Picture Vocabulary Test. Other studies compared achievement tests and psychosocial characteristics.

Rafferty and Rollins (1989) examined the reading and math scores of homeless students in New York City compared to the scores systemwide. In

reading less than half of the homeless students in grades 3-10 scored at or above grade level compared to 68.1% of all New York City students. On the Math Metropolitan Achievement Tese (1989) only 28% of homeless students scored at or above grade level compared to 56.7% of all other students in New York City. Their results were consistent with Schaffer and Caton's (1984) findings that indicate that half of their sample of homeless children were more than one standard deviation below the norm on their reading achievement exams. Although these studies show strong differences between homeless and housed children it also indicates that both groups are at risk. In a case control study of homeless and housed childrean a comparison of psychosocial characteristics was determined in these families headed by women (Bassuk & Rosenberg, 1990). The data were collected by personal interviews and standardized tests. The resulting data indicated that both homeless children and housed poor children had severe problems. Among preschoolers the homeless children had more developmental delays indicated on the Simmon's Behavior Checklist. Among school aged children the homeless children's scores were worse than the comparison group on the Children's Depression Inventory, the Children's Manifest Anxiety Scale and the Achenbach Child Behavior Checklist. All of these data highlight the problems of homeless and housed poor children. It emphasizes the educational system's need to provide immediate attention to their educational and social needs. In regard to the studies researched, the literature reviewed strongly suggests that schools cannot fulfill their missions to educate these students unless they acknowledge that these students have special needs. They must be sensitized and trained to use specific strategies for assessment and techniques for promoting academic success.

Daniels (1992) presented a theoretical model as a guide to design a set of intervention strategies aimed at promoting personal and educational growth. This model was designed to help counselors gain a better understanding of homeless students needs and behaviors. It also provided them with a set of strategies. By using the work of Abraham Maslow (1970) and Erik Erikson (1963) Daniels presented a framework for educators. This framework emphasizes the developmental needs of children at certain ages and stages and how this development can be compromised if certain needs are not met. By using the model educators/counselors can take a leadership role in developing coping techniques for their personal, social and academic needs. Eddowes and Hranitz (1989) also reported on homeless children's development in relation to Maslow's hierarchy of needs. Children need to have their basic needs met. They need adequate housing, nutrition, medical care as well as a supportive educational school system. Families must be able to establish a balance in their priorities for survival. This is a basic survival need for all families housed or homeless, however when there is no home survival is at risk. Eddowes and Hranitz (1989) proposed that a multidisciplinary task force of parents, school personnel and community leaders be formed and trained to promote support and understand the problems these children face after leaving school. They should work together to provide assistance and a sense of hope.

D'Andrea's model (1992) also presents strategies for educators and counselors to use. This multi-service approach solicits support from the principal, teacher and guidance persons. It outlines the need for consultation services, a transportation network and a school volunteer program to directly assist these families. By implementing a variety of direct and indirect services such a comprehensive approach addresses the social and developmental

needs of these families. McCormick and Holden (1990) research addressed the characteristics and needs of homeless children. They list detailed recommendations that were generated from interviews with homeless families, shelters directors and school personnel. They indicate the importance of establishing services and offering workshops to sensitize school personnel to the needs of this population.

These intervention models (D'Andrea, 1992:Daniels, 1992) if used as a resource by school officials should be appropiately chosen. All children are different. All homeless children are affected by their situation differently. They have different levels of resilience, protective factors and react to their homeless situation in a variety of ways. Linehan (1992) suggests that factors such as length of time without a home, availability of support services, shelter environment, age and child's temperment all contribute to a child's reaction. Rutter has lead the research on resiliency and protective factors. He found that a large number of children become normal, successful adults despite their stressful childhood (Pines,1984). His research indicates that the school can provide one of the most effective protective factor for children under stress. Schools are social organizations with opportunities for social learning. The manner in how schools treat their students, the availability of incentives and rewards, and opportunities for responsibility all play a role in children's social development. These social factors and good experiences in school helps children to adjust.

Rutter conducted a longitudinal study of 90 girls who spend much of their childhood in institutions because their parents were incapable of caring for them (Pines, 1984). The data indicated that when compared to a group of women from the general population many did quite well. About 40% were ordinary, functioning citizens doing well. This research examined the kinds

of experiences that aided in their healthly development. Rutter (1984) found that one of these protective factors were positive experiences at school. Most of the experiences they reported were not academic success. They reported success in sports, achievement in music, getting positions of responsibility in school or developing a good relationship with a teacher. The children who had this social success did much better than the others.

Another study by Rutter (Pines, 1984) examined schools and what actually happens to children during the many hours thet spend there. The schools examined were found to produce good behaviors in students of all socioeconomic levels while other schools fostered delinquency. The crucial differences were in the school's atmosphere and social organization. Certain social factors in the good schools exerted an important protective effect on their students. The school's protective factors are outlined in setting up a system of good discipline. There are standards of high expectations and hard work. The children behave responsibly and are given responsibilities from classroom monitors to team captains. The children are given opportunities to become involved in a variety of sports and hobbies. Research has found that children who do well in spite of stressful events often developed intense interests in certain subjects at an early age (Pines, 1984). These strong outside interests makes it easier for them to put some psychological distance between themselves and their situatios. These multiple opportunities for success makes it less likely for them to develop an anti-academic attitude.

In regard to the number of children who function well: they all show certain qualities. They have been identified as resilient. The term resi - liency is used to describe a broad array of behaviors and characteristics.

Resilient children are seen as active, confident, determined, competent, willing to take reasonable risks and show flexibility in their approach to problem solving (Nieman, 1988). A child's temperment also enables him to cope with stress. These children display other behavioral strengths. They are socially at ease and friendly. They know how to attract and use the support of others. They exhibit a high degree of autonomy and independence. They also display a strong sense of coherence which develops a feeling of confidence in their environment (Neiman, 1988). Hobbies, extracurricula activiteis, talents and interests provides experiences that generate feelings of success and mastery. Their experiences of success and achievement are critical factors in the development of a healthy self esteem. Mastery of their environment also fulfill an important developmental need. Homeless children are a special challenge and any stereotypes should be dispelled when school officials are faced with providing a supportive educational environment.

Since resilient children have recently become the focus of attention of a few researchers the search for protective factors have been studied. These protective factors lay within the child, within the family and outside the family. Most researchers agree that a variety of factors can affect a child's vulnerability. These variables and the child's reactions affects the child's inner strengths. Some focus have been shifted to identifying these strengths. What are the protective factors necessary for resiliency? Werner (1984) identified several characteristics that resilient children have in common. They appear to be active in solving life's problems and percieve their experiences constructively. They are able to gain positive attention from others. Resilient children find escape in hobbies and creative interests.

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These interests assist in building self esteem. These children form bonds within the family and outside the family. They look to peers, neighbors, teachers and others for help and advice in times of crisis. They do well in school. They learn to use their potential to the best of their abilities.

Benard's (1993) review of resiliency discuss the personal characteristics of these children and how schools can support them. A profile of resilient children have emerged from several studies. Research has suggested that four major attributes are seen in resilient children: social competence, problem solving skills, autonomy and a sense of purpose and future (Neiman,1988: Pines, 1984a). Furthermore, several longitudinal studies of poverty stricken children (Pines, 1984) have identified several protective factors in the child's family and school life that aided as buffers from their stresses. It seems very clear that particularly for homeless children school has become a vital refuge. Benard (1993) suggests that the schools main challenge should be to assist these children by providing them opportunities to participate in meaningful activities and roles. These activities should foster their resiliency and strengths. We have to move beyond focusing on the risk factors. We have to foster resiliency, be aware of these strengths and create environments that aid in a healthy development.

There is an urgent need for further research and assistance. These families are present in our communities. The schools must provide protective shields and good experiences. Our public schools are overwhelmed by increasing enrollments, shrinking budgets, violence and other troubling problems. Working with homeless families is a new issue for school boards. We must create safety nets and focus on interventions.

Summary

The results of these studies emphasized the need for immediate attention to the homeless. This literature review paints a clear picture: Homeless children have certain needs and at times need special attention. They do suffer emotional, psychological and learning diabilities due to their situation. This study details many of the problems that homeless children endure. Since many are subjected to overcrowded living conditions, constant change of schools and homes, educationally it's not surprising that they experience difficulties. However, a number of these children are successful and have positive experiences academically and socially. What makes these children so resilient? What types of strengths in their personal characteristics aids in shielding them from these environmental stresses? In order to balance the focus on educating the homeless this phenomena offers researchers an opportunity to understand the strengths in many of these children. The purpose of this study was to identify those strengths that enables homeless children to succeed despite harsh, stressful conditions.

Hypothesis

The analysis of data from a pilot study interview indicated that the children living in temporary housing exhibited a high degree of independence than the housed comparison group. All subjects had a sense of their identity and an ability to exert some control over their environment. A detailed description of this pilot study will be found in the Methods section. This study focused on these findings.

Hypothesis Statement

Homeless students living in temporary housing will exhibit a high degree of autonomy when compared to housed students in their peer group.

Method

It was noted earlier that the focus of this investigation was on the strengths that homeless children exhibit. The questions in the pilot interview were carefully designed to elicit information about their interests, hobbies, home and school responsibilities.(See Appendix A) The participants in this study were randomly selected from the school's registration lists. The participants were six homeless children living in shelters and six children of the same peer group living in low income housing. This pilot study revealed that the children living in shelters exhibited a high degree of autonomy and independence. They seemed confident and self reliant. They were responsible for many adult chores at home. These children were active and involved in many special clubs and activities. The comparison group seemed shy and less confident. They had little or no household chores and were not given as much responsibility as the homeless group. They were active but not involved in clubs and outside of home activities. This pilot interview was conducted to elicit information that would be used to form a series of questions for the interview.

Pilot Study Analysis

A content analysis of the pilot study data indicated that the subjects exhibited a high degree of autonomy. To further document these findings this study focused on that strength. In the structured interview the questions posed determined the level of autonomy in homeless and housed students. (See Appendix B.) To test the reliability and validity of scoring criteria in the pilot study a panel of judges were selected to analyze several interviews. The reliability level of judges was higher than .85.

Procedures

The data were collected by personal interviews with the children. Written permission was obtained from the parents of all participants. This interview was conducted in an early childhood library in an inner city public school located in the South Bronx. A tape recorder was used to collect information. A series of open ended questions were developed to determine the children's interests, abilities and talents. The interview focused on their character strengths, the manner in which they approached the interview and the way they interacted with adults. The interviewer used many probing questions that motivated communication without bias. The participants were informed of confidentiality. The interviewer talked or played with each child for approximately three minutes before administering the questions. The questions focused on the children's strengths and autonomous behavior. These questions are listed in Appendix B.

Subjects

A total of thirty participants, half male/female were randomly selected from the first, second and third grades of an inner city public school located in the South Bronx. These students were randomly selected from the school's registration lists. They all have the same socio-economic background. Half of the participants were living in shelters and the other half were living in low income housing. All the homeless students selected were on the same academic level as their peers.

Results

A content analysis of the structured interview and the five categories were established. The categories surveyed for autonomous behavior were Family, Home, Nieghborhood, Personal Care and School. These categories were originally computated separately however, they had to be combined because some cells were too low to determine the number of frequencies. (See Table 1) Chi square was computed for family, home and personal care for the homeless group. The combined categories of school and neighborhood was also computed. The results were highly significant at a frequency level of 55.27 with the degrees of freedom at 1,2. For the housed group - the categories of family, home and personal care were combined. The categories of neighborhood and school were also grouped and calculated. The results were significant at a frequency level of 11.4 with the degrees of freedom at 1,2. The complete analysis of data will be found in Table 2.

The results of this study indicated that homeless children do engage in more independent behaviors than the housed peer group. Many of these children have developed protective factors and self-help skills at an early age for survival purposes. The families and parents seem to be disengaged but this is not to suggest that they are not concerned. Dealing with the frustrations of being homeless, educational obstacles and basic needs survival in many instances the children's education is not a primary concern. To meet the needs of these children living in temporary housing the educational system must provide an atmosphere that builds self-esteem, provides opportunities for success and achievements.

Discussion

Research on homelessness has tended to focus on problems that sometimes divert attention from underlying causes and reinforces stereotypes about this population. In many instances, the victims are blamed: the parents and their children. In reality, as a result of having to cope with the routine and the all encompassing stresses associated with being homeless it is little wonder that many of the parents are less involved with their children's schoolwork. This study investigated the strength of autonomy that many homeless children display. The results concluded that many of these children do exhibit a high degree of independence. Many of these children learn to take care of themselves early in life. They are more adept at dressing themselves, washing themselves, doing homework alone, cooking meals, cleaning the house and traveling. Their innate protective factors and independent behaviors are necessary for survival. Unfortunately, these behaviors - cooking, cleaning and taking care of self at such a young age takes away from the time and energy they should spend enjoying their childhood. All children need to be guided, nurtured and supported. Help should be available even if they don't need it. This sort of parental disengagement, while often understandable given the constant problems that they experience regularly has many negative ramifications on their children's development.

Clearly, homelessness produces numerous barriers to a child's development. Recognizing these barriers and the fact that the number of homeless families is expected to increase may require educators to reassess their professional

and moral responsibilities to these children. Many homeless children have developed protective factors and experience successes. For those who are not so resilient a safety net must be available. In order to meet the needs of children living in temporary housing the schools and teachers must help build protective factors. Research has suggested that the schools can provide one of the most effective protective factors for children: a sense of success at a meaningful task. The social organization of the school also play an important role along with the child's interaction in the classroom. Educators must be aware of the way they treat the students,the availability of incentives and rewards, and develop jobs or give positions of responsibility. These positive experiences at school, not just academic success, helps these children to develop healthy competent attitudes. They develop a kind of self esteem that makes it possible for them to develop self-help skills.

There is an urgent need for further research on homeless children and their strengths. There are many internal and external factors that have to be taken into consideration. The negative effects of homelessness on children are great. Also, we should not assume that each child will develop protective factors and resiliency. Interventions with homeless children and families should include goals which facilitate resiliency and support parents. There is a need for programs and policies that alleviate the damaging effects of homelessness and eventually eliminate it. Future research in this area may guide us in the direction these interventions could take. A democratic society is measured by how it treats the least advantaged of it's people. Our children are our future. We must throw a protective umbrella over our most precious resources.

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APPENDIX A

Pilot Study Questions

* What are some of your favorite hobbies ?
* Do you have an interest in any sports activities ?
* What are some of your favorite subjects in school?
* Are you involved in any clubs, sports or after school activities ?
* How do you feel about school ?
* How many people are in your family ?
* What kinds of things do you and your family do together ?
* What kinds of things do you do at home ?
* What places can you travel to alone ?
* What do you do in the morning ?
* What do you do after school?
* What do you want to be when you grow up?

APPENDIX B

Structured Interview Questions

* How do you feel about school?
* Are you involved in any clubs, teams or after school programs?
* Who gets you ready for school in the morning?
* What kinds of things do you do afterschool?
* How do you do your homework?
* How do you get to school? Home from school?
* What types of jobs do you do at home?
* What can you do at home without help from a grown-up?
* Do you have a key to your house?
* Do you stay at home alone?
* Do you go outside alone? With friends?
* How far do you travel from home alone?
* Are you sent to the store to pick up groceries?
* Do you take care of your younger brothers and sisters?
* What do you like to do for fun?

Table 1

HOMELESS POPULATION															HOUSED POPULATION														
FAMIILY I			SCHOOL II			HOME III			NEIGHBORHOOD IV			PERSONAL CARE V			FAMILY I			SCHOOL II			HOME III			NEIGHBORHOOD IV			PERSONAL CARE IV		
GROUP A															GROUP A														
H	A	L	H	A	L	H	A	L	H	A	L	H	A	L	H	A	L	H	A	L	H	A	L	H	A	L	H	A	L
2	3	0	0	4	1	3	1	1	2	1	2	3	2	0	0	1	4	0	4	1	0	1	4	1	1	3	1	2	2
GROUP B															GROUP B														
6	1	0	2	5	0	7	0	0	6	1	0	6	1	0	1	1	3	0	3	2	1	1	3	1	0	4	0	3	2
GROUP C															GROUP C														
3	0	0	2	1	0	3	0	0	2	1	0	2	1	0	0	0	5	0	5	0	0	0	5	1	4	0	0	2	3
GROUP TOTALS FOR CATEGORIES															GROUP TOTALS FOR CATEGORIES														
FAMIILY I			SCHOOL II			HOME III			NEIGHBORHOOD IV			PERSONAL CARE V			FAMILY I			SCHOOL II			HOME III			NEIGHBORHOOD IV			PERSONAL CARE IV		
H	A	L	H	A	L	H	A	L	H	A	L	H	A	L	H	A	L	H	A	L	H	A	L	H	A	L	H	A	L
11	4	0	4	10	1	13	1	1	10	3	2	11	4	0	1	2	12	0	12	3	1	2	12	3	5	7	1	7	7

TABLE 2

COMBINED CATEGORIES FOR ANALYSIS

HOUSED POPULATION

	HIGH	AVERAGE	LOW
FAMILY	11	2	12
HOME	11	2	12
PERSONAL CARE	1	7	7

	HIGH	AVERAGE	LOW
NEIGHBORHOOD	0	12	3
SCHOOL	3	5	7

	HIGH	AVERAGE	LOW
TOTALS	3	11	21

	HIGH	AVERAGE	LOW
	13	17	10

Chi square computed at a frequency level of 11.4. The degrees of freedom 1,2.

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C I T Y C O L L E G E O F N E W Y O R K

COURSE TITLE	DEPT	NUMBER		GRADE	CREDITS ATT	CREDITS EARN	COURSE TITLE
MAJOR - ADMINISTRATION & SUP							
---------- SP94		5D12		----------			
MANAGEMENT SCHOOLS	EDSS	74767		A	3.0	3.0	
---------- FA94		5D12		----------			
ED POLICY & SCH ADM	EDSS	74770		A	3.0	3.0	
INTRO ED RSRCH	EDSS	75700		B	2.0	2.0	
---------- SP95		5D12		----------			
INDIV STUDY ED RES	EDSS	75701		A	2.0	2.0	
SEM IN COLLEGE TCH	EDSS	78795		A	3.0	3.0	
---------- FA95		5D12		----------			
LEADERSHIP IN ED 1	EDSS	74771		A	3.0	3.0	
CURR DEVL SPV 1	EDSS	74773		A	3.0	3.0	
---------- SP96		5D12		----------			
CURR DEVL SPV 2	EDUC	74774		B	3.0	3.0	
INSTR CHNG ED ADMIN	EDUC	75786.	3	A	3.0	3.0	
---------- FA96		5D12		----------			
LEADERSHIP IN ED 2	EDUC	74772		B	3.0	3.0	
INTERN SCH ADM SPV	EDUC	74779.	3	A	3.0	3.0	

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